DOCUMENT RESUME

ED 330 149 EC 300 119

AUTHOR Balzer, Charlene, Ed.; Siewert, Bob, Ed.
TITLE Policies and Program Planning: Discussion of Administrative Concerns Related to the Implementation of ORS 581-22-403. Technical Assistance Paper 5. Revised.
INSTITUTION Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE Jul 90
NOTE 31p.; For related documents, see EC 300 115-118.
AVAILABLE FROM Publication Sales, Oregon Department of Education, Salem, OR 97310-0290 ($2.00).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Delivery Systems; Elementary Secondary Education; *Gifted; *Program Development; Program Evaluation; *School Policy; State Legislation; *State Standards
IDENTIFIERS *Oregon; State Regulation

ABSTRACT

This document was prepared to support school districts in the process of implementing Oregon administrative regulations regarding gifted student education. Elements are listed that should be included in school district policies relating to the education of gifted students. A step-by-step program planning outline is suggested, from establishing a steering committee to evaluating the program. Guidelines are offered for developing administrative support for the gifted education program and for coordinating the program within the district structure and school schedule. The guide also discusses program alternatives, program budget, program resources (both within and out of the district), and program evaluation. An appendix contains a sample program philosophy, identification policy, appeals procedure, list of program and service options, procedures for handling complaints, and parent notification form. Another appendix outlines general procedures for serving gifted students in grades kindergarten through grade 3. (JDD)

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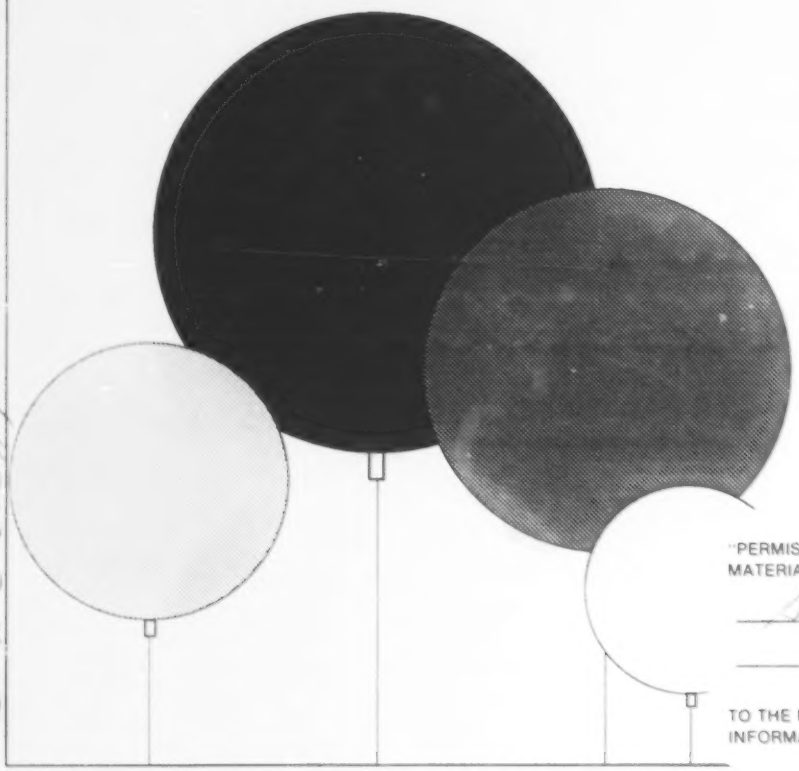
POLICIES AND PROGRAM PLANNING

Discussion of Administrative Concerns Related to the Implementation of ORS 581-22-403

July 1990



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POLICIES AND PROGRAM PLANNING

Discussion of Administrative Concerns Related to the Implementation of ORS 581-22-403

Technical Assistance Paper 5

Part of a Series on OAR 581-22-403 and Related Oregon Laws and Rules

Revised July 1990

Jerry Fuller
Associate Superintendent
Division of Special Student Services

Karen Brazeau, Director, Special Education Section
Bob Siewert, TAG Specialist

Oregon Department of Education
Salem, Oregon 97310-0290

Edited by

Charlene Balzer
TAG Coordinator
West Union School District
Hillsboro, Oregon

Bob Siewert
TAG Specialist
Oregon Department of Education
Salem, Oregon

Contributing Writers

George Wilhelmi
TAG Director
Eugene School District
Eugene, Oregon

Dr. Virginia Swartzrock
Elementary Principal
Eugene School District
Eugene, Oregon

Charlene Balzer
TAG Coordinator
West Union School District
Hillsboro, Oregon

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BOARD POLICY

Policies governing school administration and programs are established by the district school board. On any school board there will be a variety of viewpoints concerning gifted education. School board members should be informed of the importance and rationale for providing special programs and services for this population. Since the board will be adopting policies which will facilitate or restrict how the school district meets the needs of gifted students, the board must define the areas of emphasis for the program.

The scope of a gifted program will be greatly influenced by the support of the school board. Policies should be developed which reflect the philosophy and commitment to educational opportunities for talented and gifted students (Appendix A). District policies should address:

* **Philosophy** - Establish the purpose of the program and the educational approaches to be used.

* **Written Plan** - Goals and timelines for the overall program.

* **Identification** - Essential components included in the identification process; categories of students to be identified; identification of nontypical populations; maintenance of student records.

* **Parent Rights** - Parent rights regarding testing, notification of identification and involvement in programs and services selection.

* **Due Process** - Appeals and Complaints Procedures; procedures for exiting the program once a student is identified.

* **Programs and Services** - Options for identified students.

* **Staffing** - Staff selection, responsibilities and training.

* **Evaluation** - Periodic evaluations should include input from the community, staff, parents and students.

PROGRAM PLANNING

In order to be successful, a program planning outline should be established and followed as districts begin designing programs and services for talented and gifted students. The following is a suggested format.

Step 1 **Establish Steering Committee**
Include interested key people from various groups such as school board members, school administrators, teachers, counselors, parents, students and community members

Step 2 **Research**
Committee collects and studies information about gifted education from many sources - visitations, literature, consultants and classes.

Step 3 **Conduct Needs Assessment**
Survey administrators, board members, staff, parents, students and community in order to gain understanding of present level of services and importance of including certain standards into the overall program design.

Step 4 **Definition and Philosophy**
Committee defines "talented and gifted" population to be served and develops philosophy for the program. Begins to set short- and long-term goals; establishes timeline.

Step 5 **District Commitment**
District board and administrators commit to providing programs and services for talented and gifted students and to on-going training for staff. Planning committee is appointed to continue process. Qualified Talented and Gifted Coordinator is designated or hired, if not done so already, and included in the planning stages.

Step 6 **Develop Awareness and Support**
Committee begins to disseminate information about talented and gifted students and their needs in order to broaden the base of support through staff inservice activities, school board meetings, parent and community meetings and other appropriate opportunities.

Step 7 **Program Design**
Begin planning program based on results of needs assessment survey. Consider philosophy; program design; resources; facilities; student needs; support level of staff, parents, community; flexibility of schedules, facilities. The following components should be included in the overall plan. Aspects of the components are discussed in detail elsewhere.

* **Policies** - Should address general aspects of each of the components

* **Philosophy** - Populations to be served, purpose of program and educational approaches

* **Goals** - Determine goals and objectives of program

* **Identification/Selection** - Establish criteria and process

* **Assessment of Achievement Levels and Learning Rate** - Must place students properly

* **Programs and Services** - Comprehensive and integrated; differentiated curriculum designed from individual learning needs across the curriculum K-12

* **Staff Selection** - Establish qualifications and requirements; plan on-going staff inservice

* **Resources** - Budget commitment for staff; identify sources for special equipment access; facilities; materials; staff training; identify community resources, mentors

* **Appeals and Complaints Procedures** - Establish procedures

* **Rules of Exit** - Staff or students may decide placement is inappropriate; develop procedures

* **Evaluation** - Provide for periodic review

Step 8 Implementation
Implement programs and services for identified students.

Step 9 Operation
Revise and improve as program develops; keep communication frequent and on-going.

Step 10 Evaluation
Provide for periodic evaluation of all aspects of the program.

PROGRAM IMPLEMENTATION

Administrative support is essential if talented and gifted programs are to be successful. The following are suggestions for developing that support.

* Include a wide range of administrators on the planning and advisory committees.

* Plan inservice for administrators early in the process:
    - Characteristics of Gifted
    - Special Learning Needs
    - Concomitant Problems
    - Organizational Models
    - Program and Curricular Models
    - Benefits

* Provide ample opportunity for administrative input.

* Involve core of respected staff members in planning process.

* Inservice staff

* Provide frequent opportunities for communication and collaboration between talented and gifted programs/services and regular program.

* Provide for ample input into the evaluation process.

Policy Decisions

There are many necessary provisions, including time, space, facilities and budget, which must be coordinated within the district structure and school schedule. These require attention to organizational and administrative issues. Some policies may require revision. For example:

Acceleration - Grade-skipping, content acceleration, concurrent enrollment, etc. each make specific demands on record keeping as well as coordination with students, teachers and support personnel.

Enrichment - Pullout programs, creative competitions, seminars, field trips, mentorships, etc. all require attention to organizational, administrative, and managerial matters of staff, space, schedules, transportation, materials, parental permission and record keeping.

Depending on the scope of the program, a variety of district personnel will need to be involved. It is helpful if a management plan is developed which identifies target dates and those responsible. This should be easily understood and widely circulated.

It is important to designate a person to have administrative responsibility for the program. This person must make critical connections with others on whose support the program depends including central office administrators who oversee instruction and testing, principals, teachers, parents, transportation personnel and others. It is also important that a staff member coordinate and facilitate the programs and services for individual students and be available as a resource for teachers who are delivering services. Otherwise, services are likely to flounder and may soon disappear.

PROGRAM ALTERNATIVES

Gifted students need a continuum of services. No single alternative can meet the educational needs of all the gifted students in a school district.

The regular classroom can be modified to meet some needs. With grouping as the base, individualizing is one of the primary frameworks upon which programs for gifted students in regular classrooms are built. Feasible alternatives in the regular classroom include:

Independent Study - teacher designed learning centers, individualized activities, and other forms of personalized or programmed instruction.

Grouping Arrangements - tracking, cluster grouping, grouping according to skill or interest, multi-aged classes, grade skipping, or fast-paced classes.

Special Provisions - special part-time classes, resource rooms or centers, advanced classes, self-contained classrooms, and special schools.

Appropriate options will provide for instructional variations in pace, level and content of instruction. The placement options selected for individual students should depend on the child's age, aptitudes, previous learning and personality characteristics. The alternatives available to the student should be prioritized based on a determination of their effectiveness in addressing the "optimal instruction goal" for the learner.

A case study approach can be effective in determining how best to meet the individual learning needs of an identified student. Results of assessment for instructional level and rate of learning must be utilized in the placement decision. Additional information, such as test scores, grades, awards, interests, learning styles, performance and behavioral characteristics should also be reviewed.

A plan can be developed that specifies the services the school will provide in order to promote accomplishment of annual goals established for the student. The design of an effective plan for identified students might include:

1. Collect case study information.

2. Meet with parents, student, school psychologist, counselor, administrator, classroom teacher and gifted teacher or facilitator to plan program or services and develop goals for student.

3. Implement the plan.

4. Reevaluate periodically. Make adjustments as necessary.

When developing program alternatives for gifted and talented students it is important to remember that you should develop a mosaic of programming possibilities from which the actual student programs can be selected which match the profiles of ability.

PROGRAM BUDGET

It is important to have support from the school board since providing programs and services for talented and gifted students requires the district to commit funds. The amount of funds provided will either facilitate or restrict the program. The budget should be comprehensive, easily understood and support the program goals and philosophy that have been established and adopted by the school board. Essential components of a budget might contain some or all of the following;

Staff	Coordinator; teacher(s); substitute teachers; instructional aides; clerical support
Extended Contracts	Curriculum and program development
Contracted Services	Outside testing services; psychologists and/or counselors if it is necessary to contract for this service.
Inservice/Training	Consultant fees, teacher release time, workshops, conferences
Materials/Supplies	Classroom materials, workbooks, office supplies, resource books, tests and related expenses
Facilities	Space, maintenance

Special Equipment	Computers, video monitors, science equipment, other
Travel	Field trips, student transportation to program/service site, in-district travel reimbursement, out-of-district travel for visitations, conferences
Dues/Fees	Registration fees for conferences, workshops, entrance fees for student activities, fees for professional organizations
Miscellaneous	Postage, printing, copying, etc.

Involving others in the development of the budget can be helpful. Members of the planning committee may be asked to assist in budget preparation. Check with the staff from the various departments (personnel, media, warehouse purchasing, transportation, etc.) to gain essential information about components that will have a significant financial impact on the program.

Long-range planning that guides phasing in the program over several years prevents the school board from having to take an "all or nothing" approach to funding. Careful evaluation and cost-benefit studies will give both direction to the program and assurances to the school board and administration that goals and objectives are being met. It may be possible for the district to provide good programs for gifted students without a lot of additional dollars. Reorganization and a focus of existing resources may provide excellent, appropriate programs and services.

Supplemental Sources of Funds

Federal, state and private funds may be available for those who make the effort to search for them. Matching funds for start-up and program improvement grants are available from the Department of Education and can make significant financial contribution to the overall budget. Grants from private foundations may also be available. For special events, such as sending a winning team to a national competition, funds may be available from local service groups or businesses. School boards often tend to look favorably on budget requests which have identified additional sources of income. Keeping school board members informed regarding budgetary matters helps build a smoother partnership and could assist attempts to secure future funding requests.

PROGRAM RESOURCES

Coordination of program resources is a critical requisite for success. Some considerations connected to resources have implications for program costs but, if properly handled, can result in overall cost-effectiveness.

Districts might think of available resources in terms of those in-district and those out-of-district as planning begins for providing programs and services to identified students.

IN-DISTRICT

Personnel

Staff, including coordinators and/or teachers of the gifted, are often needed to support the program. Substitute teachers may need to be recruited and trained; school psychologists, counselors and/or testing personnel may need to be hired or contracted with for short projects; clerical assistance may be needed. The size of the student population will often determine how much support personnel is required.

In-Service

Staff development will be necessary for the gifted program staff as well as the entire staff. If this is done during regular school hours, resources for substitute teachers will be required. Outside consultants may be needed to conduct in-service activities.

Fiscal

Budgets must be developed annually after careful consideration of program goals. Support and assistance during budget preparation of a TAG or district advisory committee may prove beneficial.

District-wide resources, such as staff development funds, might be utilized for training the general staff. By working with librarians or media supervisors, some general fund monies may be used for particular library or resource materials. Some building administrators may have funds for enrichment aterials. Through coordination and a united effort on the part of all staff, additional appropriate materials may be available for use by students and teachers.

Outside funding sources, such as grants from government agencies and/or private foundations, may be explored to provide additional resources for the program.

Managing the budget once it is adopted requires attention to district procedures for expenditures.

Transportation

Transportation problems and costs must be considered for students who attend special schools, take college courses, or travel to schools with appropriate programs or services. Costs must also be considered for field trips and mentorship

programs. Some consideration of transportation issues should be given to after-school projects, summer programs and Saturday programs.

Parent Groups

Parents are a resource that should be utilized. They might be given active roles in the development and implementation of the gifted program. They can serve on an advisory committee that considers the operation and direction of the program. They can be encouraged to report program progress and concerns to the school board and serve as community spokespersons and advocates for the program.

Parents can also assist teachers by providing direct services to students. They can be aides in the classroom, work with individuals or groups of students, serve as mentors and/or help supervise field trips.

OUT-OF-DISTRICT

Gifted education teachers commonly serve as coordinators of school and community resources needed in the education of gifted students. They generally have information and access to services, personnel and materials. This information concerns:

* Professional development and assistance to classroom teachers.
* College instructors, mentors and volunteers who can work with gifted students.
* Instructional options for students who are talented in specialized areas.
* Instructional options for students who are so capable in academic areas that the skills of even the best teachers in the public schools cannot meet their needs.
* Available services of local and state facilities such as museums, universities, libraries, art galleries, performing arts companies, zoos, historical societies and other resources.
* Businesses which may be available for developing partnership relationships with the gifted program and/or individual students.
* Sources of general, as well as specific, resource materials and ways to access a wide variety of information.

It may appear that there are never enough resources, but through careful planning and creative use of existing resources, limited funds may be utilized more effectively.

Smaller districts may consider forming a consortium to combine scarce funds in order to provide a quality program for identified students.

PROGRAM EVALUATION

Efforts to maintain and expand gifted programs should be accompanied by clear evaluation results. A school board should periodically receive evidence that students are well-served and that the program is cost-effective in its use of time, staff and resources.

WHERE TO START

Who?

The coordinator of the gifted program is typically responsible for organizing on-going evaluation. However, the assistance of interested, involved and knowledge-able persons from inside or outside of the district can provide a valuable resource when designing and implementing the evaluation plan.

When?

Plans for an evaluation program should be developed at the beginning of program planning and should be related to the program goals. Evaluation information based on those goals can then be used in the planning of subsequent changes and improvements.

What?

In deciding what aspects of the program to evaluate, determine the answers to the following questions.

*. Who needs information about the program?

* What are the concerns? (Student outcomes? Attitudes toward the program? Students' needs being met? Correctly identifying the target populations? Cost-effectiveness? Etc.?)

* What information will be useful to answer these questions?

* What is the timeline for information gathering and reporting?

A clear statement of evaluation objectives must be determined. If the results of the evaluation will be used by a board of education wishing to make a funding decision, different information is required than when the program coordinator and teachers want to help improve specific aspects of the program, or when student progress toward objectives is being considered.

Increased academic achievement and improvements in certain skills and attitudes may comprise major program goals that might be evaluated with both objective and subjective measures. A district should attempt to measure both the quantitative and qualitative aspects of a program to more accurately assess its true impact. Objective measures can provide useful information for those making program decisions. In addition, subjective measures, such as interviewing or surveying parents and students about their feelings concerning a special program, can reveal much about a program's strengths and weaknesses.

Some objectives are difficult to evaluate, such as improvements in self-awareness, creativity, creative problem solving, reasoning, analyzing, and social responsibility. Other outcomes are comparatively easy to assess, such as the success of acceleration and enrichment opportunities.

Renzulli (1975) presents five essential purposes of a good evaluation:

1. To discover whether and how effectively the objectives of a program are being fulfilled.

2. To discover unplanned and unexpected consequences that are resulting from particular program practices.

3. To determine the underlying policies and related activities that contribute to success or failure in particular areas.

4. To provide continuous in-process feedback at intermediate stages throughout the course of a program.

5. To suggest realistic, as well as ideal, alternative courses of action for program modification.

If the five purposes are fulfilled, the basis of a good evaluation system is in place.

IDENTIFYING KEY FEATURES

Decisions regarding the key features of a given program will aid in the design of a systematic and comprehensive evaluation. In order to determine the key features, look at the following areas:

1. Program description - General philosophy, goals and objectives.

2. Student identification and placement - Criteria for selection and related procedures.

3. Instructional focus and methods - Curriculum content/processes.

4. Staff - Preparation/selection, in-service and supervision.

5. Program organization/management - Communication, budget, evaluation of student achievement and attitudes toward program.

EVALUATION MODELS

An overview of five models may be found in Renzulli's A Guidebook for Evaluating Programs for the Gifted and Talented. Evaluation can be approached from many different viewpoints, can use different strategies, and can focus on a wide range of dimensions and considerations. It is possible that the design for your program's evaluation will best consist of a mixture of several models previously developed. Whatever model is used, it is important to tie the evaluation to the initial program plan.

EVALUATION INSTRUMENTS

Instruments are generally available to gauge the attitudes of others toward the program, student progress, the analysis of processes and activities, and other areas of interest or concern. Evaluators might explore existing instruments before developing their own. The basic questions for instrument selection relate to whether or not they are appropriate and practical.

1. Do they meet your programs needs?

2. Will they be useful and effective?

3. Are they expensive to use?

4. Are they time consuming to complete?

5. Are they easy to understand?

6. How much personnel time do they require to administer and compile?

REPORTING RESULTS

Evaluation should be organized in a form easily interpreted by the audience for which the evaluation is intended. Graphs or tables may enhance the presentation of information. Reports should include the evaluation objectives, program description, program outcomes, indicators used and relationships found. They should not contain simple value judgements of worth, but information which explains patterns, trends, insight, bonuses and costs of the program.

Clearly documenting the extent to which goals are being met can help establish an atmosphere of confidence and trust in the gifted program. This can help with further progress as the program is improved and expanded. The end result of a well-developed and executed evaluation effort may have widespread influence on future plans and decision making.

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Oregon School Boards Association
Selected Sample Policy

APPENDIX A

Code: IGBB
Adopted:

BOARD POLICY

TALENTED AND GIFTED PHILOSOPHY

The _____ School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the District Staff to develop procedures for identifying academically talented and intellectually gifted students K-12. The Board further directs the superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. All required written course statements shall identify the academic instructional programs and services which shall be provided.

Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified. The Board directs the district staff to develop procedures for identifying students qualifying under this provision.

END OF POLICY

ORS 343.395
OAR 581-22-403

Oregon School Boards Association
Selected Sample Policy

Code: IGBBA
Adopted:

BOARD POLICY

IDENTIFICATION

In order to serve academically talented and intellectually gifted students in grades K-12, the School District directs the District Superintendent to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning and/or performance information.
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students. and/or
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

The _____ School Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their child for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

OAR 581-22-403

Oregon School Boards Association
Selected Sample Policy

Code: IGBBA-AR
Adopted:

ADMINISTRATIVE REGULATION

APPEALS PROCEDURE FOR TALENTED AND GIFTED IDENTIFICATION AND PLACEMENT

The _____ School Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their child in the district program for talented and gifted students and wish to request reconsideration. It is the District's desire and intent that satisfactory solutions can be reached during the informal process.

INFORMAL PROCESS:

1. The parent(s)/guardian will contact the [District Talented and Gifted Coordinator/ Teacher] to request reconsideration.

2. The [Coordinator/Teacher] will confer with the parent(s)/guardian and may include any additional appropriate persons, eg. principal, counselor, teacher, etc. At this time, information pertinent to the selection or placement will be shared.

3. If an agreement cannot be reached, the parent(s)/guardian may initiate the Formal Process.

FORMAL PROCESS:

1. Parent(s)/guardians shall submit a written request for reconsideration of the identification/placement to the [Program Supervisor].

2. The [Program Supervisor] shall acknowledge in writing the receipt of the request within [5] working days and shall forward copies of the request and acknowledgement to the [TAG Coordinator/Teacher].

3. [The Program Supervisor, TAG Coordinator/Teacher], and other appropriate administrator shall review the student's file and earlier decisions within [10] working days of the original request. Additional data may be gathered to support or change the earlier decision.

4. Parent(s)/guardian may be provided an opportunity to present additional evidence.

5. If deemed necessary, a formal hearing will be conducted by the District Hearing's Officer utilizing the appropriate procedures.

6. A decision will be made within [20] working days after receipt of the written request for reconsideration. The parent(s)/guardian shall be notified of the decision in writing and the decision shall be forwarded to the Superintendent.

7. The decision may be appealed to the School Board.

8. If the parent(s)/guardian are still dissatisfied, they have access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The District shall provide a copy of the appropriate OAR upon request.

END OF POLICY

OAR 581-22-805

Oregon School Boards Association
Selected Sample Policy

Code: IGBBB
Adopted: .

BOARD POLICY

IDENTIFICATION OF TALENTED AND GIFTED STUDENTS AMONG NONTYPICAL POPULATIONS

The _____ School District will make an effort to identify talented and gifted students from special populations such as:

* Cultural and Ethnic Minorities
* Disadvantaged
* Underachieving Gifted
* Handicapped Learners

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The _____ School Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their child for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Oregon School Boards Association
Selected Sample Policy

Code: IGBBC
Adopted:

BOARD POLICY

PROGRAM AND SERVICES

A district written plan will be developed for programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The District Superintendent will remove any administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

* Early Entrance
* Grade Skipping
* Ungraded/Multi-age Classes
* Cluster Grouping in Regular Classes
* Continuous Progress
* Cross Grade Grouping
* Compacted/Fast-paced Curriculum
* Special Full- or Part-time Classes
* Advanced Placement Classes
* Honors Classes
* Block/Interdisciplinary
* Independent Study
* Credit by Examination
* Concurrent Enrollment
* Mentorship/Internship
* Academic Competitions
* Magnet Programs/Schools

Program and services will be in place for K-12 by 1991-92.

The School Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The School Board has established a complaints procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

OAR 581-22-403

Oregon School Boards Association
Selected Sample Policy

Code: IGBBC-AR
Adopted:

BOARD POLICY

COMPLAINTS REGARDING TALENTED AND GIFTED PROGRAM

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted students, the following procedure will be utilized when complaints arise.

1. All complaints will be reported to the superintendent.

2. The complainant will be given the "Talented and Gifted Standards Complaint" form which must be filled out before further consideration can be given to the complaint.

3. The superintendent shall arrange for a review committee consisting of the [Talented and Gifted Coordinator/Teacher, the TAG Program Supervisor, a counselor and a school psychologist].

4. The review committee shall meet within [2] working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within [10] working days of receiving the original complaint.

5. The committee may recommend that:

   a. The programs or services are inappropriate.

   b. The programs or services are not appropriate.

6. The superintendent shall report immediately the recommendations of the review committee to the School Board.

7. The decision of the Board shall be final.

8. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the school district, an appeal to the State Superintendent of Public Instruction can be filed. The School District shall provide a copy of the appropriate Oregon Administrative Rule upon request.

END OF POLICY/FORM ATTACHED

OAR 581-22-805

Oregon School Boards Association
Selected Sample Policy

Code: IGBBC-AR
Adopted:

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

NAME _____

ADDRESS _____

PHONE (Daytime) _____ (Evenings) _____

DATE OF COMPLAINT _____

1. What is the nature of your complaint? _____

2. What is the District currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards? _____

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

_____
Signature

Oregon School Boards Association
Selected Sample Policy

Code: IGBBD
Adopted:

BOARD POLICY

PARENT NOTIFICATION AND PARTICIPATION

The _____ School District shall inform parents of the identification of their child as talented and gifted. The District shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their child.

The School Board directs the District Superintendent to develop written procedures for parent notification and participation.

END OF POLICY

OAR 581-22-403

GENERAL PROCEDURES:
GRADES KINDERGARTEN THROUGH THREE

Students are assessed for reading, language arts and math instructional level at their entry into the program in grades kindergarten through grade 3. Eligible students are placed at their instructional level within the regular classrooms. Student progress will be assessed regularly in order to determine mastery of the skills and content and the pace of instruction adjusted according to the rate of student progress. Special reading assignments will be developed in science and social studies using independent study. Independent study skills will be taught as part of the instruction of students where this option is used.

1: CURRICULUM APPROACHES:

Programs and Services
Kindergarten through Grade 3

CONTENT	K	1	2	3
READING				
MATH				
SOCIAL STUDIES				
SCIENCE				
LANGUAGE ARTS				

Reading skills taught on continuous progress/mastery basis.

Math skills taught on continuous progress/mastery basis.

Special reading assignments in social studies using independent study.

LA skills taught on continuous progress/ mastery basis

2: ADMINISTRATIVE OPTIONS:

A: Kindergarten/Grade 1:

Kindergarten and first grade students will be provided all instruction within their assigned classroom by the regular classroom teacher.

B: Grade 1 and 2:

Second and third grade students will be assigned to designated classrooms in each building. The teacher in the designated classroom will provide instruction in reading, math and language arts. An assigned resource teacher will provide special assignments in science and social studies based on the curriculum in the regular classroom and student interest, and will monitor student independent projects. The resource teacher will be responsible for teaching independent study skills.

3: SUPPORT SERVICES AND RESOURCES

A: A consultant teacher will work with the kindergarten and first grade teachers with the responsibilities of:

1. providing technical assistance with classroom management and instructional management strategies,

2: providing curriculum and materials for student instruction,

3: providing consultation assistance with parents,

4: assisting with documentation of student learning rate and progress and maintenance of records.

B: A consultant teacher will work with the second and third grade teachers as described above. In addition, a resource teacher will provide direct instruction support in science and social studies. The responsibilities of the resource teacher are:

1: identifying with the classroom teachers students requiring special instruction and assignments in science and social studies,

2: providing direct instruction in independent study skills,

3: providing direct instruction through special reading assignments and science and social studies projects,

4: supervising student projects, document progress and maintain student records.

Students may be grouped across grades by the resource teacher for instruction in independent study skills and where students' assignments and projects are related.

C: Additional options will be used for individual students depending upon individual assessments of level and rate of learning. Decisions on the use of these options will be made at a meeting with the classroom teacher, building principal, resource and/or consultant teacher and parents. The options are:

1: Early Entry: children may be entered into kindergarten who are four years old on September 1 but not five on September 1. A complete evaluation will be conducted prior to the early entry placement decision.

2: Cross Grade Grouped: children may be placed in an advanced grade level classroom groups for instruction in reading or math when the instructional level of the student is advanced beyond the ability of the regular classroom to adjust instruction.

3: Special Groupings: children may be grouped for counseling and guidance services as determined by the classroom teacher, building principal, resource and/or consultant teacher and the parents.

4: Individual Education Plan: children with extreme instructional needs which cannot be met through the other options described will have an individual plan developed. The plan will describe the instructional needs, the curriculum, administrative options and services and resources that will be provided. The plan will be developed by a group which will include the building administrator and/or district administrator, classroom teacher, resource and/or consultant teacher and parent.